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information it contains but rather in the inspiration of a marvelous fortitude and a shining example of unselfish service.

The Industrial and Commercial Schools of the United States and Germany.

By FREDRICK WILLIAM ROMAN. New York: Putnam, 1915. 8vo, pp. xv+382. \$1.50 net.

This book presents in logical order many phases of industrial education in the two countries under consideration. It brings together in a number of tables the results of personal investigation and the statements of authoritative bodies relative to the industrial educational systems of both countries. The historical background is given, showing the reasons for the diverse development of the two systems, and an endeavor is made to bring out differences of economic and industrial ideals as a basis for the divergence of two systems which apparently should have a common end in view. An attempt is also made to show the response of teaching methods to the different social attitudes of the two countries toward work, play, and life in general. A considerable space is devoted to the contrast of the attitudes of the labor unions in the two countries toward industrial education.

Doctor Roman's volume is of interest, not only because it collects and presents in usable form this particular educational material, but also because it attempts to point out the direction which future steps in the furtherance of industrial and commercial education in the United States should take in order to be of the greatest benefit not only to the individual but to the nation as an economic unit.

Historical Essays on Apprenticeship and Vocational Education. By JONATHAN FRENCH SCOTT. Ann Arbor, Michigan: Ann Arbor Press, 1914. Pp. 96. \$0.60.

These selected essays sketch vocational training from the earliest gild system to modern times, the object of the author being to show the changing economic conditions in England and on the Continent which shaped the ideals of apprenticeship, and caused its rise and fall. The leading chapters on the early gild requirements of apprenticeship, journeymanhood, and the two chapters on the Statute of Artificers are worthy of special note. The interest here centers about the economic conditions *in toto* rather than on any single phase, and makes the reader loath to leave the field for the more immediately practical chapters which follow and which treat of the modern aspects of industrial training. The moral of the treatise may be stated as follows: Apprenticeship is unsuited for the present needs of vocational training; times and conditions are unlike those under the gild system. Then, the master was personally interested in his charge, the relation was close, and the training broad; now, the relation is impersonal, the training narrow, and the service sporadic. The need of the day is broad vocational training administered by the public schools.